

## **ABSTRACT**

Tumus Asih Kindergarten, located on St. Rajawali 3, Pringwulung, Congdongcatur, Depok, Sleman, Yogyakarta, is formation of one of foundation that shelter waifs, Sayap Ibu Foundation. Tumus Asih Kindergarten educated 43 children that grouped into class A as 15 children and Class B as 28 children. It one of kindergartens concerned on children independent as 4-6 years is a golden age due to individual development which they learn various environment facts as personality stimulant. Numerous methods implemented by teachers for shaping independent character namely discipline, environmental learning and various education-games. Communication practice by teachers to their student is interpersonal as this might constructing independent character on children early on, and guide teacher in understanding each children's unique character and personality. Present research was intended for identify interpersonal communication between teacher and children during determining independent character on children in Tumus Asih Kindergarten, Pringwulun, Yogyakarta. The Wilbur Schramm communication model was served as theoretical base. This was qualitative research with descriptive method. Data were collected employed interview, observation and literature study. Validity was confirmed by triangulation method by comparing observation data refer to data sources. The result revealed that interpersonal communication generate harmony and intensive communication in determined children independent, communication language is daily as Indonesia, communication media was direct communication and visual-aid that provided by Tulmus Asih Kindergarten. Interpersonal communication has positive impact on children independent, which teachers not only communicate with children, instead their custodian as key supporter for ensuring the essential of children independent.